

Kentucky Teacher

MAY 2001

May work session lays groundwork for possible board actions in June

By Faun S. Fishback

Kentucky Department of Education

Kentucky Board of Education members took a hard look at teacher compensation and the proposed new performance standards for the Commonwealth Accountability Testing System (CATS) during a special work session May 1 in Frankfort. The board spent the day listening to testimony and gathering information about the two issues. Board members are expected to take action at a regular meeting on June 5 and 6.

Teacher Compensation

After hearing testimony from representatives of various groups interested in education and Kentucky teachers' salaries and benefits, the board crafted an outline for a recommendation to the legislature's Interim Joint Committee on Education. The board's recommendation will be finalized in June.

The legislature directed the interim committee to study certified school employee salaries and develop recommendations that will allow Kentucky school salaries to mirror the national average by 2004. The legislative committee will develop its recommendations in August.

The board will recommend that any system of teacher compensation should support these principles:

- the board's goals of improved instruction and learning in Kentucky schools;
- flexibility to allow differential pay schedules if school districts desire to implement them;

- recruitment and retention of quality teachers to Kentucky classrooms.

The recommendation will include strategies to guide these principles. In thinking about the "ideal" compensation plan for certified staff, the board discussed such components as a "livable" base salary; supplemental salary for teachers who mentor, teach in shortage areas, hold national certification, serve in school leadership roles or show measurable increases in student achievement; opportunities for more instructional days/longer working year; innovative benefits such as sign-on bonuses, child care and reduced home loan rates; grants to schools to fund creative compensation; and smaller class sizes.

The board also will look at existing policies that might be barriers to putting high-quality teachers in every classroom as well as existing programs that may be funding sources for increased teachers' salaries.

Representatives of the Kentucky Education Association, the Kentucky Association of School Administrators, the Kentucky PTA, the Kentucky School Boards Association, the Prichard Committee, the Kentucky Chamber of Commerce and the Kentucky Education Coalition spoke to the board about this issue. They discussed their support or concerns with overall teacher salaries, opportunities to work year round, more time for professional development, more time for instruction, differentiated pay, more pay for teachers in shortage areas, signing bonuses,



Photo by Rick McComb

INTENT ON READING — Education Commissioner Gene Wilhoit is an attentive audience as students talk about the reading progress they've made in teacher Donna Roger's 5th-grade class at Bath County Middle School. Wilhoit toured the school in late April after speaking at a "pep rally" encouraging all students to do their best on the Kentucky Core Content Tests. Schools will receive the results of this spring's testing in September.

pay for performance and other pay issues.

Standards Setting

The board spent about four hours reviewing the proposed CATS performance standards. The proposed standards are the results of

an intensive 18-month process that involved 1,651 Kentucky teachers.

First, teachers drafted a set of student performance level descriptors (novice, apprentice, proficient and distinguished) for each level and six content areas. Next, three

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Commissioner's Comments

New performance standards can be mile markers on our road to academic proficiency

By Gene Wilhoit
Commissioner of Education

Kentucky is about to take another major step in the march that has put us ahead of the nation in improving public education. We are about to redefine what we mean by "novice," "apprentice," "proficient" and "distinguished" student performance. These new standards, developed specifically for the Commonwealth Accountability Testing System, will give teachers specific descriptions of student work at each performance level. They will be directional signs and mile markers on our road to academic proficiency.

These new standards are the product of the most comprehensive standards-setting process ever accomplished by any state, national or international testing system. That's a grand statement, but nationally recognized assessment experts have confirmed it for us. Last month's *Kentucky Teacher* presented the names of more than 1,600 teachers who were involved. These teachers, guided and monitored from start to finish by a panel of the nation's top testing experts, used three different but equally respected methods to zero in on the most

appropriate performance standards. Then they synthesized their findings to reach final recommendations. They did a detailed, thorough job calibrating the standard for each performance classification within each content area and grade level tested.

On June 5 and 6, the Kentucky Board of Education will formally review those recommendations. Board Chairwoman Helen Mountjoy has urged all Kentuckians — especially educators — to guide the board by reading the recommended standards and submitting opinions. I join her and the rest of the board in asking for your involvement.

Before you read the recommendations, let me share with you my response to a question posed by a few individuals and editorial writers: Is Kentucky "raising" or "lowering" standards? The answer is not "yes" or "no." Kentucky is almost 11 years into education reform. Along the way, we've made adjustments in the ways we teach and the ways we mea-

sure the effectiveness of our teaching. We responded to teachers' concerns about our testing and accountability system by replacing it with a better one designed with the help of Kentucky teachers. Our ability to compare the old system with the new is extremely limited because the tests are different, we administer tests at different grade levels and the content standards are different. Also, between 1998 and 2000, we clarified the core content we teach and test. We needed a new set of standards that meshed with what we now expect of teachers and students. Our new stan-

dards will not be "higher" or "lower" than those we had before. They will be in line with our new assessment and accountability system and our goal

to reach proficiency by 2014.

I am confident in the process used to develop the recommended standards. It was thorough, precise and careful. I urge you to review the recommendations — especially those per-

taining to the subject and grade you teach — and tell the state board what you think. Are the performance descriptors specific enough to help you design your instruction? Are they specific enough to help you evaluate your students' work? Could your school use them in the effort to guide students to proficiency and beyond? Please give us your thoughts.

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A complete set of recommended student performance standards and a comment form are available on the Kentucky Department of Education's Web site at www.kde.state.ky.us. If you do not have Internet access and wish to participate in this public review period, the department will fax or mail the information to you. Phone your request to Cheryl Ungerleider in the department's Office of Communications at (502) 564-3421, or phone toll free (800) 533-5372 and leave a message. Comments must be received by midnight on May 28 to be considered by members of the Kentucky Board of Education on June 5 and 6.

Deadline!

Comments on the proposed performance standards must be received by May 28 to be considered by the Kentucky Board of Education on June 5 and 6.

State Board (from Page 1)

sets of teachers participated in three independent standards-setting procedures that looked at students' classroom performance, student work on the Kentucky Core Content Tests and actual test items.

From those involved in the first four steps, 133 teachers met to consider the results of these procedures, the instructional implications, the impact on the data driving CATS and the refinements to the draft performance level descriptors needed to align a final

recommended set of standards and associated cutscores with the current assessment.

The board will consider the proposed standards and the recommended cutscores in June. Before making a decision on the proposals, the board is seeking comment from Kentucky teachers, administrators and persons interested in education. A form for electronic feedback is posted on the Kentucky Department of Education's Web site. (See "Deadline," above.)

If approved by the board, the

cutscores will be used to determine school baselines that are based on the new performance standards and include norm-referenced test results. Baselines will be used in developing customized growth charts that show each school's current academic standing and achievement goal. These charts will show school improvement under CATS. The long-term accountability goal for every Kentucky school is proficiency (100 on a 140-point scale) by 2014.

John Poggio and James Catterall are nationally recognized testing experts who are members of the National Technical Advisory Panel on Assessment and Accountability, which is advising the state board on testing matters. They expressed confidence in the process used to develop the proposed standards. Poggio said Kentucky's is the most comprehensive standards-setting process ever undertaken by any state education system.

National certification: What's it worth?

Teachers who have achieved it say the process is 'overwhelming' but valuable — and not just financially

By Fran Salyers
Kentucky Department of Education

Proficiency for all districts, schools and students by 2014 is only one of Kentucky's education goals. Another is that by the year 2020 there will be at least one teacher in every public school who is certified by the National Board for Professional Teaching Standards (NBPTS).

NBPTS offers 10-year certification in 24 areas for 2001-02. Each has its own set of standards. To earn national certification, a teacher must devote 200-400 hours during a six-month period documenting his or her level of knowledge, skills, abilities and commitment, then take a series of tests.

Kentucky's nationally certified teachers seem to be unanimous in their evaluation of the process: It's rigorous, time-consuming, almost overwhelming, but it pays off — and they aren't talking about money. (See comments on this page.)

Interested? Here is "national certification at a glance":

Eligibility

- Baccalaureate degree from an accredited institution
- Three years of teaching experience
- Proof of a valid state teaching license during that three-year period
- Access to one or more classes to meet portfolio requirements

Process

- Portfolio – A video of work in the classroom plus collections of student work, commentaries on instruction, reflections and documentation of the quality of work with students' families, the community and colleagues.
- Assessment center exercises – Six half-hour computer-administered tests based on the candidate's portfolio. Exercises

are administered during the spring and summer.

State Incentives and Benefits

As a candidate, a teacher can receive these incentives:

- Up to \$400 from the state for two days beyond the school contract year to prepare for the certification assessment;
- Five days of release time during the school year (with the state reimbursing local school districts for the cost of hiring substitute teachers);
- 75 percent reimbursement of the NBPTS application/registration fee (if the teacher successfully obtains certification). The federal Candidate Subsidy Program will pay 25 percent of the application fee up front. This subsidy is available on a first-come, first-serve basis. Apply through the Kentucky Education Professional Standards Board and attach a check or money order for the remaining 75 percent.

Following NBPTS certification, a teacher can receive these benefits:

- \$2,000 added to the annual base salary;
- Rank I certification for teachers already at Rank II;
- Stipend for serving as a mentor to national certification candidates within the school or school district;
- Certification to teach in most other states.

Applications for the 2001-02 national certification cycle are available this month. For details, visit www.nbpts.org and www.kde.state.ky.us/otec/epsb/Legislative/national_board/default.asp on the Internet; or contact Kevin Skeeters at the Kentucky Education Professional Standards Board at (502) 573-4606, (888) 598-7667 or kskeeter@kde.state.ky.us. To request an application directly from NBPTS, phone (800) 22TEACH.

Speaking From Experience

Three nationally certified Kentucky teachers share their views on the process and the results



Photo by Rick McComb

Name: Jon Saderholm (above, with student Kelly Vessels)

School: Spencer County High

Years Teaching: 14

Now Teaching: Mathematics and science; school technology coordinator

National Certification: Adolescent/Young Adult Science

"Teaching is a craft that requires the synergy of many skills, not only performance in front of students. I saw national certification as an evaluation that was based on a range of valid criteria. When I started the process, I thought evidence that I was meeting the standards in my field would spring from my every-day practice, but I soon realized it wouldn't. Once I started teaching to the standards, my teaching improved. The process taught me to reflect on what I do. I would love for state and local administrators to realize the value of reflection and to support it for every teacher."

Name: Freda Conrad

School: Greenville Elementary, Muhlenberg County

Years Teaching: 12

Now Teaching: 9- to 12-year-olds, most with autism

National Certification: Exceptional Needs Specialist (Birth-21)

"Teachers need to understand that this is not an easy way to achieve a Rank I. It is a painstaking process that puts the rest of your life on hold for six months to a year. The real value is that the process teaches you to look at yourself as a teacher, day in and day out. I reflect now on everything I do, constantly analyzing and refining. You can't get that from textbooks in a college classroom. ... If you have a supportive family and can commit to this 110 percent, go for it! It's well worth it."



Name: Debra McIntosh

School: Longest Elementary, Muhlenberg County

Years Teaching: 17

Now Teaching: Early primary

National Certification: Early Childhood Generalist

"The national certification process is the most intense yet rewarding professional development a teacher could hope to experience. I now reflect on every goal and activity. I also try to build a classroom community in which the children feel that every person is important. This helps students take more responsibility for the learning that takes place. I want them to know that I am here to support them, not the other way around. The national certification process helped me to love teaching again."



Warren County Schools mix and match strategies to keep students in school

One approach brings Bowling Green Independent and the court system into a three-way dropout prevention partnership

By Sharon Crouch Farmer
Kentucky Department of Education

The Warren County Public School district has a list of dropout prevention and intervention programs a mile long. The emphasis has resulted in the district's dropout rate falling from 5.39 percent in 1996-97 to 1.6 percent in 1999-2000. Which programs contribute the most to the district's success in reducing the dropout rate? Student assistance coordinator Nancy Bertuleit hesitates to answer the question.

"Our programs don't operate in isolation," Bertuleit said. "Different approaches work for different situations and different individuals. Sometimes one program alone does the job. Sometimes it takes a combination. And sometimes it takes progression through various programs one at a time to achieve the desired results."

Bertuleit does point to three new programs that she says have "the greatest potential" for effectiveness.

First Step to Success

Bristow Elementary is now trying First Step to Success, a program designed for kindergarten through primary. The program provides secondary intervention for children who display antisocial behavior.

"It requires a great deal of time to implement, but it can make the difference seem like night and day," Bertuleit said.

Trained "coaches" — guidance counselors, family resource center staff, assistant administrators and

explains: "We have a card that is red on one side and green on the other. One student at a time earns points as long as the card shows green, indicating appropriate behavior. When the student's behavior becomes inappropriate, we stop the timer and

turn the card to red. The goal is for that student to earn a set number of points during a specific amount of time. We start out only playing for about 30 minutes, then increase the time as we progress. We call it a game, and students don't seem to realize that we are monitoring their behavior."

Logsdon says her entire class becomes involved, and each "monitored" student gets positive support and approval from the others. "They all love the game and are pulling for each other," she said. "In a sense, we are teaching these students appropriate behaviors ... without the students realizing it."

The entire class reaps rewards. Points earned during "green card times" earn special activities — such as having the principal read a story to the whole class.

Logsdon says parent involvement

is critical for the program to succeed. Daily reports keep parents informed about their children's in-school behavior. Parents receive kits for activities they can do at home to support appropriate behavior.

"Parents have remarked that the kits give them just what they need to help their child," said Logsdon. "We are all on the same wavelength — parents, teachers and students working together."

Logsdon acknowledges that incorporating the program into the classroom was difficult at first. "You have to watch the child, mark the card and listen for the timer, all while carrying on other teaching duties," she said. "But it gets easy as time goes along and becomes a habit worth developing."

Bertuleit said response to the program has been so positive that the district plans to implement it in more schools next year.

Truancy Diversion

This program brings family court into the schools. When Warren County Family Court Judge Mar-

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Photo by Rick McComb

Barbara McKinley walks with sons James and William at Bristow Elementary in Warren County. McKinley is one of many parents who meet weekly to share parenting ideas as part of the district's early intervention approach to keeping students in school until they graduate.

others — help teachers start putting the program to work in the classroom during the first few days of the school year. They start with a "game" that gives students behavioral cues.

Primary teacher Misti Logsdon

Among students referred to the program, the average number of unexcused absences for the school year was 5.68 days. During the diversion process, that average fell to .91. Each school, on average, also realized a minimum 2.0 rise in grade point average among students in the program.

Warren County

Continued from Page 4

garet Huddleston and the Warren County and Bowling Green public school districts researched the area's truancy problems during the 1998-99 school year, they found these facts:

- Many students had in excess of 15 to 20 unexcused absences or incidents of tardiness.
- The court system (prior to the creation of family court) offered little help in addressing the problem in a timely fashion.
- Local support systems often linked truancy to many other social problems.
- Students charged with a status or public offense often had records of inadequate school attendance.

In response to the findings, the court and school systems launched the Truancy Diversion Project. Judge Huddleston goes to schools to meet with students and parents to discuss options for resolving truancy or court-related issues. The ultimate goal is to involve the parents and agree on how to resolve the problem outside the legal process.

"Having these meetings at the school instead of the courtroom reduces the chances that parents will be intimidated by their surroundings," Bertuleit said.

The discussions often bring to light other problems that could have contributed to the issues in question. "We often wind up finding other ways we can help the students or the families, other programs or people we can refer them to," Bertuleit said.

During the spring 2000 semester, the Truancy Diversion program held these discussion sessions every other week at two elementary and two middle schools. Among students referred to the program, the average number of unexcused absences for the school year was 5.68 days. During the diversion process, that average fell to .91. Each school, on average, also realized a minimum 2.0 rise in grade point average among students in the program.

The court continues to monitor and meet with past participants to provide follow-up care and support.



Photo by Rick McComb

Teacher Misti Logsdon and primary student Alexia Newsome collaborate on a computer activity at Warren County's Bristow Elementary. Logsdon says the school's First Steps to Success dropout prevention program teaches students appropriate social behaviors "without the students realizing it."

Parents Anonymous

In an early intervention approach to dropout prevention, Warren County uses the oldest child abuse prevention program in the nation: Parents Anonymous. Parents gather one evening each week to talk about parenting problems and share ideas. Although a facilitator is there to monitor the exchange of ideas and guide discussion, parents lead the meetings.

"We just initiated the program this fall, but we already have a good core group of moms and dads meeting regularly," Bertuleit said.

The district provides transportation if necessary. While the parents meet, their school-age children participate in programs that promote healthy growth and development. In addition to a playtime, children talk about their feelings in a circle group discussion. They complete one structured activity each meeting. A closing ritual makes for a smooth transition back to the family. Activities and childcare are available for younger children.

Parent member and group leader Barbara McKinley says one key to the program's success is that parents find

out their experiences are not unique. Parents take advantage of opportunities to talk about problems they have in common with other parents.

"It's just good to know you are normal," says McKinley. "First-time parents especially need that support. Our society moves so much these days that parents very often do not have the support of their extended family. The group takes that place."

Information on First Step to Success is available from Annemieke

Golly at the University of Oregon, (541) 346-3582 or agolly@darkwing.uoregon.edu.

Information on Parents Anonymous is available at (909) 621-6184, parentsanon@msn.com or www.parentsanonymous.org.

For more information on all other Warren County dropout prevention and intervention programs, contact Nancy Bertuleit at (270) 781-5150 or nbertuleit@warren.k12.ky.us (or through the KETS global list).

Talk to us!

Teachers: Kentucky Teacher wants to know what you think, what you need from the Department of Education, what you want to see in future issues.



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'Adopt a Towboat' curriculum has students learning on the river

By Faun S. Fishback

Kentucky Department of Education

Students in Tina Hayes' and Debbie Pearce's classes at Farley Elementary didn't do any sooging when they visited the towboat Jim Ludwig last month. Because their adopted towboat was in dry-dock for repairs, the McCracken County primary students couldn't get on board and give the large Mississippi River vessel a good exterior scrubbing (or "sooging" in river parlance).

"A river seems a magic thing. A magic, moving living part of the very earth itself."

Emily Dickinson

They did, however, board another towboat, the Enterprise Star, and spend the afternoon with port captain Buddy Compton and his staff. The students delivered a collection of favorite recipes — carefully reworked to feed 40 crewmembers — and a bound book of their poetry to be passed along to the Jim Ludwig crew. Both classes visited the Center for Maritime Education, where student Casey Scott got to "drive" the towboat training simulator down the Mississippi River.

"All of a sudden, what we'd studied had meaning," Hayes said

of the visit to the Paducah riverport. In addition to teaching at Farley Elementary, Hayes is an economics teacher advocate for the Murray State University Center on Economic Education, which is supported by the Kentucky Council on Economic Education. Hayes created "Adopt a Towboat" for the center. The year-long curriculum explores the nation's inland waterways, the towboat industry and riverport communities.

Teachers in the McCracken County and Paducah Independent school districts used "Adopt a Towboat" this school year to teach mathematics, science, writing, vocabulary, geography, history, music, economics, practical living/vocational studies and technology. A partnership with Midland Barge Line and The Propeller Club matched schools with nine towing companies in the Paducah area.

Classes correspond with their adopted crews by e-mail. They track the journeys of their towboats via the Internet. They entertain the captains and crew members during classroom visits. Students write poetry and job resumes. They learn about fractions and ratios, weather, economics and river culture. All lessons are tied to Kentucky core content and academic expectations.

Hayes created the "Adopt a Towboat" curriculum for intermediate-level students. However, she adapted the lessons for her students, who range in age from 8 to 11 years old.

The curriculum has lessons and activities for each month of the school year but can be taught independently.

"(The curriculum) is really a bonus for teachers, because it's what we're supposed to be teaching anyway," Hayes said. "It's very teacher

friendly, and the students' response has been amazing!"

Hayes points out that 44 Kentucky counties have waterway-related jobs and that schools in those counties can adapt the lessons about river life and inland waterways to fit their needs. Local tourism officials, highway engineers and other community residents helped localize lessons for Hayes' class.

The curriculum is gaining national attention from teachers in areas along waterways, said Barry Brown, director of Murray State University's Center on Economic Education. Brown has had his graduate students in eco-



Photo by Rick McComb

Kristin Myers keeps an eye on Mississippi River traffic aboard the Enterprise Star towboat. She and her primary classmates at McCracken County's Farley Elementary were nearing the end of a yearlong "Adopt a Towboat" integrated curriculum that explores the nation's inland waterways, the towboat industry and riverport communities. The curriculum, developed by Farley teacher Tina Hayes, is available to other schools.

nomics write additional lessons for the curriculum, and Hayes will develop about 20 more "Adopt a Towboat" lessons this summer.

The cost of the "Adopt a Towboat" curriculum is \$25. To obtain a copy, contact Barry Brown at the Center on Economic Education, 307 Business Building, Murray, KY 42071. Brown's phone number is (270) 762-4277, and his e-mail address is barry.brown@murraystate.edu.

To learn how Hayes adapted the curriculum for her own class, contact her at Farley Elementary by e-mail at thayes@mccracken.k12.ky.us or call (270) 744-4170.



When high scores weren't high enough, Highlands Middle found ways to improve

This school's students had always scored well on all kinds of academic tests, so it was something of a shock a few years ago when the school, even with high scores, was "in decline" under the state's new accountability system. A focus on change has put Highlands back on the continuous improvement track and into the top echelons of middle schools around the state.

By Jim Parks

Kentucky Department of Education

Editor's Note: April 11, 2000, was the 10th anniversary of the signing of the Kentucky Education Reform Act. To mark the occasion, the Kentucky Department of Education published a comprehensive report, "Results Matter: A Decade of Difference in Kentucky's Public Schools." Highlands Middle School is one of 12 schools profiled in that report.

Fort Thomas students had always scored well on all kinds of academic tests compared to the rest of the state and the northern Kentucky region. Parents, teachers and the community expected excellence, and they got it.

So it came as something of a shock a few years ago, when the middle school, even though comparatively it had very high scores, was classified as "in decline" under the state's new accountability system.

As a result, what had been a highly traditional school soon began to focus on change. The middle school, which at one time shared a principal and administrative staff with Highlands High, was separated from the high school and got its own principal, Mary Adams. The school adopted a middle school philosophy, created teams and departmentalized.

Each team had four teachers and about 100 students. The teachers, each a specialist in a different subject area, coordinated their teaching and worked to make sure that no student was being left behind. Departments composed of all the teachers from one subject area focused on curriculum and teaching techniques. Planning time for both teams and departments became part of the schedule.

The school added a variety of enrichment courses to cover practical living and the arts.

"We really went into core content," said Adams. They identified instructional weaknesses and focused their professional development activities on one of those weaknesses each year.

They started using Extended School Services funds for before- and after-school programs. Students identified as academically at-risk (usually students with general academic problems) now become members of the school's Breakfast Club. Teachers work with them each morning, checking their homework and making sure they have pencils, paper and books for the day. Students falling behind in one subject stay after school to get extra help.

The focus on change has put Highlands Middle back on track. It ranks in the top echelons of middle

schools around the state. On state mathematics assessments in 1999, the school exceeded the state goal (a score of at least 100 by the year 2014) by 10 points.

At one of their monthly all-day departmental planning meetings about a year ago, the Highlands mathematics teachers talked about how they achieved their results. For one thing, they had coordinated instruction with the district's elementary schools. The elementary and middle school mathematics teachers had been using different textbooks from different publishers, which meant gaps and overlaps in content from elementary school to middle school. About five years ago, they decided they would use the same series of mathematics textbooks.

Also, they incorporated into their mathematics classes the types of open-response questions asked on state core content tests. "The open-response questions required students to show their work and explain their answers, which reinforced their learning," said Janice Daniel, the mathematics department leader and 8th-grade mathematics teacher. "They have to give me proof, not

just tell me whether something is true or false."

Judy Manning, a 7th-grade mathematics teacher, says the school's emphasis on writing has boosted mathematics performance. Manning also uses a lot of concrete, hands-on activities and self-discovery learning.

"We just don't give them the answers," she said.

For more information about Highlands Middle School's success, contact the principal, Mary Adams, by phone at (859) 781-5900 or by e-mail at madams@Ft-thomas.k12.ky.us or through the KETS global list.

The print edition of "Results Matter: A Decade of Difference in Kentucky's Public Schools" is available for \$15 per copy. To order, phone Windy Newton at (502) 564-3421; send e-mail to wnewton@kde.state.ky.us; or write to the Department of Education Bookstore, 19th Floor, Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601. To order online, go to www.kde.state.ky.us/comm/pubinfo/bookstore/ (click "Browse and Order Online," then "Education Reform").



Abbi Gibson and Tim Hiance take notes during English class at Highlands Middle School in northern Kentucky's Fort Thomas Independent district. When the high-scoring school stopped moving up in state academic assessments, teachers began focusing their professional development activities on specific instructional weaknesses. (Top of page) David Weitkanp gathers writing tips from teacher Diana Hutton.

Photos by Rick McComb

We've got the whole world

Kentucky tackles the challenge of teaching students w

By Faun S. Fishback
Kentucky Department of Education

What educator could have anticipated 10 years ago that 82 foreign languages would be spoken in regular Kentucky classrooms or that non-English speaking students would be the fastest-growing minority population in Kentucky schools?

This is reality in Kentucky. The enrollment of nearly 6,000 students with limited English proficiency (LEP) indicates that the state is becoming home to an increasing number of immigrants from many countries.

One community, Bowling Green, "is keeping pace with coastal states such as Florida and Texas in terms of the number of immigrants," said Vicki Writsel, director of special programs for Bowling Green Independent Schools. The city's active refugee program has led to a 300 percent increase in the district's enrollment of students with limited English proficiency since 1996. The students speak 20 different languages.

Students with limited skills in the English language are a new challenge for many Kentucky teachers. Even bilingual teachers may not know the languages of immigrants from Bosnia, Nigeria or Thailand. However, federal laws require school districts to provide equal education opportunities to all citizens. The laws forbid discrimination in any federally funded activities because of race, color or national origin. Courts have ruled that states can-

not deny a free public education to undocumented immigrant children. (The National Clearinghouse for Bilingual Education provides information about these laws on its Web site, www.ncbe.gwu.edu/askncbe/faqs/07court.htm.)

Additionally, Kentucky law requires that students whose primary language is not English be included in state testing. Those who have been in an English-speaking school for two full years or longer before an assessment year must participate in state testing. School personnel can determine on an individual student basis what, if any, accommodations or modification strategies a student will use during assessment. They must base those decisions on each student's performance on a professionally acceptable limited English proficiency assessment in the areas of speaking, listening, reading and writing.

How are schools serving students with limited English proficiency (LEP)? Many districts with large numbers of LEP students are hiring teachers with English as a Second Language (ESL) certification or ESL endorsement. These teachers work with groups of students to provide English instruction, usually as part of language arts classes.

Students learn other content in regular classrooms, where ESL teachers may assist the content teachers. Districts also hire bilingual teaching aides who work in the classroom with content teachers to provide English instruction, and they provide professional development for their general education teachers.

"Merely placing a student in a regular classroom and providing interpretation is not appropriate," said Kathy Thornton, ESL teacher for Mayfield Independent Schools, "nor is placing a student in a class and expecting him or her to learn English simply through exposure to the language."

Collaboration between an ESL teacher and the regular classroom teacher or a bilingual teacher and the classroom teacher is a "must" in providing direct English instruction to students with limited English proficiency, both Writsel and Thornton say. Teachers also need to be aware of resources that can help them with teaching those students, they added. (See "ESL Resources" on these pages.)

ESL Snapshots

Here's how three Kentucky school districts, experiencing both similar and different challenges with large numbers of students with limited English proficiency, teach English to speakers of other languages.

Bowling Green Independent Schools

The students: 456 LEP students (12 percent of total student population); majority from Asia, Europe and Central America; 20 languages.

The teachers: 12 full-time teachers with ESL endorsements (at least one ESL teacher in each school); six bilingual assistants. A six-person team, including two bilingual assistants, works in preschool classrooms; bilingual assistants serve as liaison between classrooms and parents; ongoing professional development for regular classroom teachers.

The plan: Early intervention targets LEP students at preschool and elementary levels; weeklong, half-day orientation begins school year for LEP students; language arts time used for pull-out ESL instruction; LEP students are in regular classroom as much as possible. Parent classes offer instruction in English, how to help children learn, GED preparation; school forms in parents' native languages.

Tips on starting ESL programs: Vicki Writsel, the district's director of special programs, offers this advice:

- Read and study about teaching English to speakers of other languages.
- Find out what resources are available. (See "ESL Resources" for starting points.)
- Leverage existing resources to set up programs.

Contact Writsel at (270) 746-2200 or

vwritsel@bg.k12.ky.us.

Kenton County Schools

The students: 120 LEP students (1 percent of student population); one-third from Japan, China, Vietnam; 20 languages.

The teachers: District ESL coordinator/bilingual teacher; three full-time certified or classified ESL staff members who travel from school to school; 15 regular classroom teachers with ESL endorsements. ESL coordinator delivers professional development to classroom teachers; access to training from Greater Cincinnati Consortium.

The plan: Preschool-12 ESL classes; three-week orientation program for new students; pull-out classes from one to four hours per week based on English proficiency of each student; after-school tutoring; evaluations by ESL teacher and classroom teacher three times a year to monitor each student's progress. District ESL Resource Center offers materials and use of computers to families and English classes for parents.



Photo by Rick McComb

Student Jose Costillo looks to teacher Sonia James for help with a writing project at Dishman McGinnis Elementary in Bowling Green. James is first vice president of Kentucky Teachers of English to Speakers of Other Languages and a resource for teachers in many school districts.

ld in our schools!

hose ability to speak and understand English is limited

Tips on welcoming LEP students: ESL coordinator Cathy Weber advises:

- Include ESL services and professional development for regular classroom teachers in school and district consolidated plans.
 - Recognize student diversity during schoolwide activities, classroom projects and celebrations.
 - Be sensitive to cultural differences. One resource for learning about foreign cultures is CultureGrams on each nation's society, customs and beliefs. Find them online at <http://store.culturegrams.com/index.html>.
- Contact Weber at (859) 344-8888 or cweber@kenton.k12.ky.us.

Mayfield Independent Schools

The students: 123 limited English proficient students (9.3 percent of total student population); 98 percent from Spanish-speaking countries; four languages.

The teachers: One full-time teacher with ESL endorsement; one full-time bilingual teacher co-teaching in a 3rd-grade classroom; four bilingual instructional aides.

The plan: ESL teacher focuses on middle and high school students to increase English proficiency and skills needed to participate fully in regular classroom coursework so they can graduate. Bilingual teacher and bilingual instructional aides help regular classroom teachers with K-5 LEP students.

Tips on funding: ESL teacher Kathy Thornton says districts must be creative.

- Look into using class-size reduction grants, Early Reading Incentive grants, Extended School Learning grants or other funds already received.
- Ask the Kentucky Department of Education about special grants available to districts enrolling large numbers of immigrant students.
- Contact state and federal agencies (see "ESL Resources") about grant writing and how to set up a new ESL program.
- Seek resources from local government and area industries employing students' parents.

Contact Thornton at (270) 247-4461 or kthornton@mayfield.k12.ky.us.

ESL Resources

State Agencies

- Regional Service Centers have materials for ESL professional development. Refer requests and questions to these consultants:

Region 1: Mary Ann Waltman, (270) 762-3217

Region 2: Jackie Bretz, (270) 746-7063

Region 3: Maxine Elliot, (502) 485-3623

Region 4: Jeanette Hodges, (859) 292-6678

Region 5: Kate McAnelly, (859) 257-4907

Region 6: Allison Vonantz, (606) 862-0282

Region 7: Debbie Hampton, (606) 738-5372

Region 8: Bill Jack Wallace, (606) 886-0205

All are on the KETS global e-mail list.

- Kentucky Department of Education: Contact Nancy LaCount at (502) 564-2106 or nlacount@kde.state.ky.us. For assistance with Emergency Immigrant Grants, Refugee Grants and the Migrant Program, contact Joanne Brooks at (502) 564-3791 or jbrooks@kde.state.ky.us.

- The Division of Equity's e-Source Center offers materials on loan. Click on "Books and Periodicals," "Development and Resources" or "Videos" at www.kde.state.ky.us/ohre/equity/projects/esource/esourcecenter.asp.

- Kentucky's Program of Studies provides parameters for establishing programs for LEP students. Go to www.kde.state.ky.us/oapd/curric/Publications/ProgramofStudies/lep.html.

Federal Agencies

- U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, www.ncbe.gwu.edu/obemla/index.htm
- Office for Civil Rights, www.ed.gov/offices/OCR/qa-ell.html

Organizations

- Teachers of English to Speakers of Other Languages (TESOL), Web www.tesol.edu or e-mail info@tesol.org
- Kentucky Teachers of English to Speakers of Other Languages (KYTESOL), <http://campus.murraystate.edu/org/second.language/kytesol.htm>
- National Clearinghouse for Bilingual Education, www.ncbe.gwu.edu
- Center for Applied Linguistics, www.cal.org
- National Association of Bilingual Education, www.nabe.org

Postsecondary Education — ESL Endorsement/Certification

- Murray State University — www.murraystate.edu/qacd/chs/english/tesol.htm
- Western Kentucky University — www.wku.edu/Dept/Academic/AHSS/English/gradpage.html
- University of Kentucky — www.uky.edu/Education/NCATE/progmestl.html
- University of Louisville — www.louisville.edu/



Teacher Noy Boribounne guides student Mancheen Khamsay in a graphing assignment at Bowling Green Independent's Parker Bennett Elementary.

Photo by Rick McComb

a-s/iesl/Endorsement/Endorsement.htm

- Eastern Kentucky University — Contact Bonnie Plummer, Department of English and Theatre, Case Annex 467, Eastern Kentucky University, 501 Lancaster Ave., Richmond, KY 40475-3102.

Annual Conference

English as a Second Language Conference 2001: Building Literacy in a Multicultural Kentucky — Dec. 7 and 8, Holiday Inn Hurstbourne, Louisville. Contact Annie Rooney French, Kentucky Department of Education, (502) 564-7056 or afrench@kde.state.ky.us

Languages in Kentucky Schools

- Number of students with limited English proficiency in Kentucky schools 2000-01: 5,917
- Number of languages spoken by those students: 82
- Top 10 languages and number of students speaking them:

Spanish	2,419	Korean	146
Bosnian	571	Chinese	111
Vietnamese	330	Russian	101
Japanese	280	Cantonese	99
Arabic	184	Somali	65

How can I use what I've learned to plan technology-rich instruction?

By Fran Salyers

Kentucky Department of Education

In this final lesson of New to the 'Net, you're going to bring together what you've learned in lessons 1-8 to build your own instructional Web site. Don't panic! The technical stuff is already done for you. All you need to know is what you want students to learn and where you want students to get information. Even without knowing how to design and post a Web site, you can design and post an instructional Web site!

To begin, go to New to the 'Net Lesson 9 online. (Select New to the 'Net in your bookmarks or enter from the Kentucky Department of Education's home page at www.kde.state.ky.us.)

On the Lesson 9 page, click on "Filamentality," a site that will help you turn any collection of Web sites into a goal-focused, Web-based learning activity. The site will help you pick a topic, find related Web sites and develop a Web page that will guide students toward your learning goals.

You'll find five fill-in-the-blank, do-it-yourself Web page formats:

• **Treasure Hunt** for devel-

oping solid knowledge. You'll gather sites and pose one key question for each site, then ask a culminating "Big Question" leading to "big picture" understanding.

• **Subject Sampler** for organizing Web sites that offer something interesting to do, read or see. Students respond to your topic from their own perspectives. Use this format when you want students to feel connected to the topic.

• **WebQuest** for presenting a challenging task, scenario or problem that prompts different points of view. Use this format when you want students to explore and make sense of issues.

• **Hotlist**

to save learners hours of aimless searching. Unlike book marks, which are accessible only on the computer on which they are marked, a hotlist makes links to your chosen Web sites available on any computer with Web access.

• **Scrapbook**

for collecting online photographs, maps, stories, facts, quotations, sound clips, videos and virtual reality tours for students to "dig through" to gain broader understanding of a topic.

Filamentality shows you how

to develop each of these formats and how to use more than one format for teaching a single topic. It provides shortcuts ("Quick Spins") for speeding up the Web site development process. You can start your page and work on it off and on until it's ready for students. If you don't have time to develop your own page now, you can borrow those posted by other teachers.

Enjoy Filamentality! Experiment with the possibilities. Develop an instructional Web page of your own as the culminating event of this series. Have your students use it to demonstrate their knowledge. Each new page stays online and available to all for one year — or longer, if you renew.

Want others to know about your new page? Send the URL to Naomi Cornette (ncornett@kde.state.ky.us).

@kde.state.ky.us).

This is the final lesson in the New to the 'Net series, which started in the August 2000 issue of *Kentucky Teacher*. Newt will be back next school year with short updates and tips. For additional help integrating technology into instruction, check with your school's technology coordinator, technology resource teacher, your district's technology coordinator, the KETS coordinator at your regional service center or your series mentor, Naomi Cornette, at (502) 564-7168 or ncornett@kde.state.ky.us.

If you have questions about this series or need copies of previous lessons, go to www.kde.state.ky.us on the Internet and click on Newt, or send a request to kyteacher@kde.state.ky.us.

Speaking From Experience

Educator Donna Eustace was a technology resource teacher in Hardin County for four years. Here's what she has to say about Filamentality:

"I demonstrated to teachers, early in their use of the Internet for instructional purposes, how to use Filamentality. Most teachers found this tool easy to use. Filamentality has many benefits:

- It's perfect for planning content-driven, content-centered instruction.
- It's a great resource for interdisciplinary teams planning lessons around a central topic. The math teacher, the science teacher, the language arts teacher and others can use the same site.
- The lessons you post are available to students from any networked computer at school, at home or at a library.
- Filamentality structures the learning process, which is wonderful for students who have problems organizing.
- The Filamentality site hosts the lessons, so there's no need to post them to a local server."

Donna Eustace is now a technology integration consultant at the Kentucky Department of Education. She and consultant Susan Lancaster are designing technology-rich, standards-based units of study. Watch future issues of *Kentucky Teacher* for more about this new service. To contact these consultants, phone (502) 564-7168 or send e-mail to deustace@kde.state.ky.us or slancast@kde.state.ky.us (or through the KETS global list).

Dear Newt:

Educators applaud 'New to the 'Net'



Several educators wrote positive comments about *Kentucky Teacher's* series of lessons designed to take teachers from novice to proficient in using the Internet as a teaching and learning tool. (See Page 10 for the final lesson in the series.) Here are a few of their messages, printed with permission.

"Excellent site and set-up! It is simple enough for the novice teacher and presented in a way as to not insult those with a little more understanding. I sent the link to my principal so we could e-mail it to all our teachers!"

Leslie Link
School Technology Co-coordinator
Summit Elementary
Boyd County

"Your direction to Kathy Schrock's Guide for Educators is just wonderful. I could

spend hours and hours browsing and printing useful information to use in my classroom! I will definitely use it again and again. Thanks."

Pamela Dezarn
Clay County Middle School

"I really loved Lesson 1. ... The Glossary was a tremendous help to me."

Elizabeth Davis
Clay County Middle School

"Just today we were discussing the use of the Internet and developing lesson plans. ... My teachers were asking me for practical materials for 'Internet-frightened faculty.' I believe your site will be a great starting point."

Larry Vaught
Technology Coordinator
Bremen Elementary
Muhlenberg County

"I will be encouraging the use of New to the 'Net' in my district. ... We could use some assistance in this area. I feel that

this will be a useful tool that will meet with success. Thanks."

Mary Ann Payton
Technology Coordinator
Owensboro Public School System

"New to the 'Net' is FANTASTIC. So many educators need assistance, training, Web resources. Thanks for these outstanding lessons. I am serving as a distinguished leader, and I work closely with teachers, sharing materials, resources, etc. This is valuable information."

Bobbie Qualls
Jefferson County

"I just want you to know how much I have learned from the "Newt" professional development. I have used units I found on the Internet and learned how to search for sites. The students have learned a great deal also. Thanks for all of your hard work and for sharing the great information."

Betty Thacker
Boyd County High School



How do you measure up?



Standard 10 of Kentucky's Experienced Teacher Standards outlines expectations for technology skills. How close did you come to meeting the standard before you took the "New to the 'Net" online course? How close do you come to meeting it now?

If you have "tech-knowledge" gaps, ask your school or district technology coordinator to help you identify professional development opportunities that will help you meet Standard 10.

Now available online (www.kde.state.ky.us/oet/customer/evaluation.asp) is the "Technology Standard Scoring Guide" for measuring accomplishment toward meeting Standard 10. Use it to evaluate your skills and plan your next steps in pro-

fessional growth.

Experienced Teacher Standard 10:

Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Performance Criteria

The extent to which the teacher:

- 10.1. Operates a multimedia computer and peripherals to install and use a variety of software.
- 10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.
- 10.3. Demonstrates knowledge of the use of technology in business, industry and society.

10.4. Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

10.5. Creates multimedia presentations using scanners, digital cameras and video cameras.

10.6. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations and use other emerging technologies to enhance professional productivity and support instruction.

10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction.

10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.

10.9. Designs lessons that use technology to address diverse student needs and learning styles.

10.10. Practices equitable and legal use of computers and technology in professional activities.

10.11. Facilitates the lifelong learning of self and others through the use of technology.

10.12. Explores, uses and evaluates technology resources: software, applications and related documentation.

10.13. Applies research-based instructional practices that use computers and other technology.

10.14. Uses computers and other technology for individual, small-group and large-group learning activities.

10.15. Uses technology to support multiple assessments of student learning.

10.16. Instructs and supervises students in the ethical and legal use of technology.

For more information about the Experienced Teacher Standards, go to www.kde.state.ky.us/otec/EPSB/standards/default.asp.

Economics unit makes teacher a winner and makes her students business-savvy

By Sharon Crouch Farmer
Kentucky Department of Education

The 1999-2000 school year was winding down, and Kristi Hester needed a unique challenge to energize her business management classes at Jefferson County's Butler Traditional High School. Working with students in the Future Business Leaders of America (FBLA), Hester generated that challenge: "From the Classroom to the Boardroom," a unit on economics education.

The unit was so successful that it made her one of the nation's five regional winners of the NASDAQ National Teaching Awards Program in 2000. Hester received a \$10,000 award from the NASDAQ Educational Foundation and the National Council on Economic Education.

The unit blended basic economic concepts with essential business skills to promote innovative thinking and learning among students, says John M. Sumansky, president of the Kentucky Council on Economic Education. It expanded on an FBLA activity in which chapter members, with supplies provided by or purchased from the Otis Spunkmeyer Company, baked and sold cookies to raise funds. Spunkmeyer works with many FBLA chapters, providing small ovens and trays for baking cookies. FBLA programs purchase the company's cookie dough, bags and tray liners.

Hester took it from there. Based on her economics unit, two business management classes of mostly 12th-graders became corporations. The first order of business for each corporation was the election of a board of directors. During the election period, students received "money" based on their

grades. They could use the pseudo-currency to buy stock in the corporation. Those shares of stock meant "clout" when it came time to vote.

"If a student had accumulated 300 shares of stock, that student could cast 300 votes," explained Hester.

Board members, guided by business mentors from the community, interviewed candidates for president and vice presidents of marketing, sales, human resources and accounting. Under those four departments were secretaries and support staff.

"The president was responsible for a corporate handbook and facilitating weekly meetings," said Hester. "The other departments followed the outline of their business counterparts — the sales staff wrote procedures and worked the store during posted sales times; the human resources staff developed benefits packages and set up salary scales."

The accounting staff balanced the books, and the marketing staff promoted the bakery's products throughout the school.

At the beginning of the three-week unit, Hester gave a pre-test to establish a baseline of knowledge. At the end, a post-test evaluated their progress. Both academic and behavioral progress was indicated. Total combined scores on the pre-test were 60 percent; scores averaged 85 percent on the post-test.

"Students who had not been active all year really took ownership and became integral to the success of the business," Hester said.

The students learned so well, in fact, that they taught four sessions of business and economics concepts to English as a Second Language students at Brandeis Elementary. "They just explained

what they had learned and why it was important," said Hester, "and even set up some of the tools so Brandeis students could practice some of the tasks."

The NASDAQ Educational Foundation and the National Council on Economic Education paid expenses for Hester and four other regional winners to travel to New York for the announcement of the Grand National Award Winner on April 23.

For more information on

Hester's award-winning economics unit, contact her at (502) 485-8220 or khester1@jefferson.k12.ky.us (or through the KETS global list).

For information on the National Council on Economic Education/NASDAQ Educational Foundation National Teaching Awards, visit www.nationalcouncil.org/Nasdaq/index.html on the Internet. The deadline for entering this year's competition is July 31, 2001. Applications and examples from previous years are available online.



Photo by Rick McComb

Senior Shelley McDonald bakes and bags cookies in a school-based business at Jefferson County's Butler Traditional High School. Shelley and other students learned about business economics by participating in a unit that won teacher Kristi Hester a \$10,000 National Teaching Award from the NASDAQ Educational Foundation and the National Council on Economic Education.

Kentucky Teaching and Learning Conference

Looking Forward:

Presentation proposals due July 24 for KTLC 2002

Educators wishing to make presentations at the next Kentucky Teaching and Learning Conference, scheduled for March 7-9, 2002, must submit proposals by July 24, 2001.

The conference theme will be "Pathways to Proficiency, Success for All Students." The conference goal is to present strategies for guiding students from novice through apprentice and proficient to the distinguished performance level in all content areas at all grade levels. Sessions will cover major education issues, including school safety, scheduling, equity and diversity, professional development, dropout prevention, continuous assessment, differentiated instruction and meeting teacher standards.

Conference planners welcome workshop and session topics that show positive results in student learning and achievement, share quality professional development

activities and address leadership and school improvement strategies. To learn more about conference plans and how to submit a proposal for a workshop or session, go to KTLC's Web site, www.kde.state.ky.us/ktlc, and complete an online application. Direct questions to Charlotte Chowning, (502) 564-7168; cchownin@kde.state.ky.us.

Looking Back:

KTLC 2001 sessions available on video

Couldn't make it to this year's Kentucky Teaching and Learning Conference (March 8-10)? These conference presentations are now available on videotape:

- Jane Wilson Eller's presentation about the 5th Congressional District's PRIDE (Personal Responsibility in a Desirable Environment) program and the importance of environmental education;

- John Kuglin's keynote address, "The Technology Puzzle: Understanding and

Connecting the Pieces." Also on this tape: Kentucky Education Commissioner Gene Wilhoit's official conference welcome and opening remarks;

- The presentation of awards to outstanding Student Technology Leadership Program participants and projects;

- The Friday and Saturday presentations (on one tape) by Marco Torres: How the use of desktop videos has engaged and excited students about learning content and how real-world uses of technology support student success.

Each tape costs \$10 plus 6 percent sales tax, if applicable. Order from the Kentucky Department of Education Bookstore online at www.kde.state.ky.us/comm/pubinfo/bookstore/ or phone Windy Newton at (502) 564-3421.

Many of the handouts distributed at the conference are now available online. Check the "KTLC Playbook" at www.kde.state.ky.us/oet/customer/ktlc/playbook.asp.

School counselors have a new option for earning credentials

School counselors now have another option for obtaining the title "certified professional counselor."

Under an amendment to the Certified Professional Counselors Law, counselors who meet all other criteria outlined in KRS 335.525 may apply before January 2002 for certification as professional counselors and exemption from one of these certification requirements:

1. the counselor certification examination;
2. the required hours of supervised counseling experience.

According to officials with the Kentucky Board of Certified Professional Counselors, this new amendment has significant implications for mental health and school counselors and others in the counseling profession.

Counselors interested in applying for exemption to the supervised counseling experience requirement need to act quickly. They must take the exam and must register by June 8 for the test on July 21 or by Sept. 7 for the test scheduled for Oct. 20. The Kentucky Board of Certified Professional Counselors is requesting that the National Board of Certified Counselors add another test date before the end of December.

For more information about these new options and an application, go to www.state.ky.us/agencies/finance/occupations on the Web and Click on "Professional Counselors," then "New Alternative Certification Information"; or contact the Kentucky Board of Certified Professional Counselors at P.O. Box 1360, Frankfort, KY 40602; phone (502) 564-3296 Ext. 226; fax (502) 696-1928; e-mail judy.jennings@mail.state.ky.us.

KAYRE sessions will focus on calendar and boosting low-performing students

The Kentucky Association for Year-Round Education (KAYRE) has announced two major keynote sessions for its third annual state conference, scheduled for Sept. 23 and 24 at Bardstown High School. Nationally known education consultant Jim Grant will speak the first day on strategies and materials for helping below-grade-level students reach standards. On the second day, Grant will present "If You're Riding a Horse and It Dies, Get Off! Fixing

the Design Flaw in the School Calendar."

The conference will feature other sessions pertaining to research, planning, financing, scheduling, transportation, food service, public relations and other factors related to alternative calendars.

Participants may apply for Effective Instructional Leadership Act credit or professional development credit.

Registration fees paid by Sept.

19 range from \$40 to \$95 per person, depending on KAYRE membership status and the number of sessions attended. Add \$10 for on-site registration.

For details, visit <http://btown.k12.ky.us/yr/KAYRE/kayre.html> on the Web. Direct questions or requests for registration forms to Elsie Arnold, Bardstown City Schools, 308 N. Fifth St., Bardstown, KY 40004; (502) 331-8800; earnold@btown.k12.ky.us.

"Music! Words! Opera!"



Photo by Rick McComb

Atherton High School students Carly Johnson and Jon Ellis rehearse a scene from an opera they helped write and stage with support from a program offered to Kentucky schools by The Kentucky Opera. The "Music! Words! Opera!" program trains teachers to guide middle and high school students through the process of creating and performing their own operas. The program offers a number of connections to Kentucky's curriculum requirements.

The Kentucky Opera offers a five-day professional development session for teachers (teams of two per school recommended) interested in using the curriculum. This summer's session will be July 23-27 at the University of Louisville. Participating teachers receive a \$250 stipend. The extended deadline for applications is June 15.

To apply or request details, contact Mary York, manager of education and outreach for the Kentucky Opera, at (502) 561-7925 or (800) 690-9236 or by e-mail at mary_york@kyopera.org.

Workshop presents bluegrass music as a teaching tool

The International Bluegrass Music Association invites elementary classroom and music teachers to a free workshop, "Teaching Core Content and Impacting Learner Motivation with Bluegrass Music," on Saturday, June 9, in Lexington. The morning session (9 a.m. to noon EDT) will take place at Georgetown College's Learning Resource Center. The afternoon session (1-5 p.m.) will be at the Festival of the Bluegrass at the Kentucky Horse Park.

The workshop will offer sample lesson plans, handouts, resource lists and these presentations:

- Instructional Impact Through Bluegrass-based Thematic Units, presented by Tom Kopp, Ph.D., Department of Teacher Education, Miami University, Oxford, Ohio
- Connecting the Classroom to the

"Real World"

- Vocal Harmony Structure in Bluegrass Music and Bluegrass Instruments, Sound and Role (presented by professional musicians at the festival)
- A Case Study for Bluegrass Music in the Schools
- Opportunity to learn a song on a bluegrass instrument

Registered participants will receive a complimentary ticket to Saturday's events at the Festival of the Bluegrass and a professional development credit certificate upon completing the course. The event is free for teachers. Enrollment is limited to 50.

For more information, contact Nancy Cardwell at IBMA, (888) 438-4262, (270) 684-9025 or nancyc@ibma.org.

'Cleaner and Greener' Olympics curriculum materials available

The Salt Lake Organizing Committee for the Olympic Winter Games of 2002 has approved a program that provides K-12 curriculum materials, resources and activities to share information about the "Olympic Cleaner and Greener" program. The program gets schools, families and businesses involved in reducing energy use and the resulting pollution, especially emissions related to hosting the 2002 Games.




Watch for more about this program in the fall. In the meantime, gather a complete set of materials and resources online at www.cleanerandgreener.org. For more information, call Greg Guess at the Kentucky Division of Energy at (800) 282-0868 or

send e-mail to Gregory.Guess@mail.state.ky.us.

Watch
Inside Kentucky Schools
 A Kentucky Department of Education TV Production

*30 minutes of news and features
 about education in Kentucky*



Second & fourth Saturday of every month

- noon Eastern/11 a.m. Central on KET
- 5:30 p.m. Eastern/4:30 p.m. Central on KET2

Also check TV listings for air times on local cable stations.

For program information, visit
www.kde.state.ky.us/comm/mediasvcs/

Host
Pia Cummings

THE Bulletin Board

By Lisa Y. Gross
Kentucky Department of Education

Preregistration extended for ESS summer institute

Teachers, principals and extended school services coordinators have until May 31 (an extended deadline) to preregister for the ESS Summer Institute, scheduled for June 18 and 19 at the Galt House East in Louisville.

The agenda includes a keynote address by Harvey Silver, author of "So Each May Learn: Integrating Learning Styles and Multiple Intelligences." Luncheon speaker Dale Niswonger of the Kentucky Department of Education will mix realism with humor in a presentation on helping all students succeed.

Institute sessions will outline promising practices for regular ESS and innovative grant programs. Participants can receive professional development or leadership credit.

Registration is limited to 500 participants. For details, contact district ESS coordinators or visit the department's Web site (www.kde.state.ky.us).

CONTACTS: Karen Whitehouse or Mary Niswonger, (502) 564-3678; kwhiteho@kde.state.ky.us; mniswong@kde.state.ky.us

'8 Rules for Safety' miniposter coming to all elementary schools

Copies of a colorful miniposter, "Knowing My 8 Rules for Safety," will soon be on the way to every Kentucky public elementary school. The Bank of Louisville is working with Louisville-based volunteer organization Pro-Power to send district superintendents enough copies to place one in every elementary classroom. Shipments will begin this summer.

The miniposter's publisher, the National Center for Missing and Exploited Children, also offers the eight safety rules online at www.missingkids.com. Click on "Education and Resources," then "Library of Resources," then "Child Safety Information." The online version presents the information in several languages. Print copies are available from the center free of charge (up to 50 copies) in English, Spanish, Haitian Creole and Braille. Information on how to order this and other child safety materials is on the Web site.

CONTACT: Harold Rosen, Pro-Power, (502) 574-6439; fax (502) 574-8575; hrosen@ncmec.org

Summer PD coming for library media specialists

The Department of Education, the Kentucky School Media Association and Jefferson County Public Schools will co-sponsor the 2001 Library Media Specialist Summer Refresher Course, scheduled for July 26 at Jeffersontown High School in Louisville.

Featured speakers will be Jon R. Akers, director of the Kentucky Center for School Safety, and Lisa Waters, Missouri Library Media and Technology consultant. The six-hour program also includes more than 24 sessions. Registration is \$25, which includes lunch.

CONTACT: Diane Culbertson, 19th Floor, 500 Mero St., Frankfort KY 40601; (502) 564-7168; dculbert@kde.state.ky.us

KCSVO to host annual conference

The Kentucky Coalition of School Volunteer Organizations (KCSVO) will hold its annual conference from 8:30 a.m. until 3 p.m. EDT on Sept. 17 at the Embassy Suites on Newtown Pike in Lexington.

The registration fee is \$75 per participant for members and \$90 per participant for non-members. Schools or districts that are members of KCSVO will receive a discount on the fee. Lunch will be provided.

The conference is for school volunteers, volunteer coordinators, teachers, principals, family resource/youth services center coordinators, Title I coordinators and superintendents. There will be a variety of workshops on effective tutoring, mentoring, learning styles, confidentiality and other topics.

CONTACT: Nancy Rogers, (270) 692-1300; KCSVO@kih.net

Project Archaeology set for June 20 and 21

Educators who want to incorporate archaeology into their science and social studies instruction are invited to attend a Project Archaeology workshop in Frankfort on June 20 and 21. The two-day program combines teacher-tested lesson plans, tours, discussion and handouts that explore archaeological skills, processes and issues.

The workshop will take place at the Kentucky History Center in downtown Frankfort and the Salato Wildlife Center on US 60 west of Frankfort. To learn more or register for the project, contact Gwynn Henderson at the Kentucky Archaeological Survey at (859) 257-1919 or aghend2@pop.uky.edu

Young author's book on racism and teasing receives national recommendation

"Yo, Alejandro," a book about discrimination, racism, teasing and harassment, has received acclaim from the American Library Association and is on the Johns Hopkins University Center for Talented Youth's "recommended reading" list for students in grades 5-8. The book's author is 12-year-old Alejandro Gac-Artigas.

"Yo, Alejandro" is available at www.amazon.com or by special order through bookstores. The book retails for \$11.95. ("Yo, Alejandro," second edition, ISBN: 1930879210)

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Kentucky Teacher

MAY 2001

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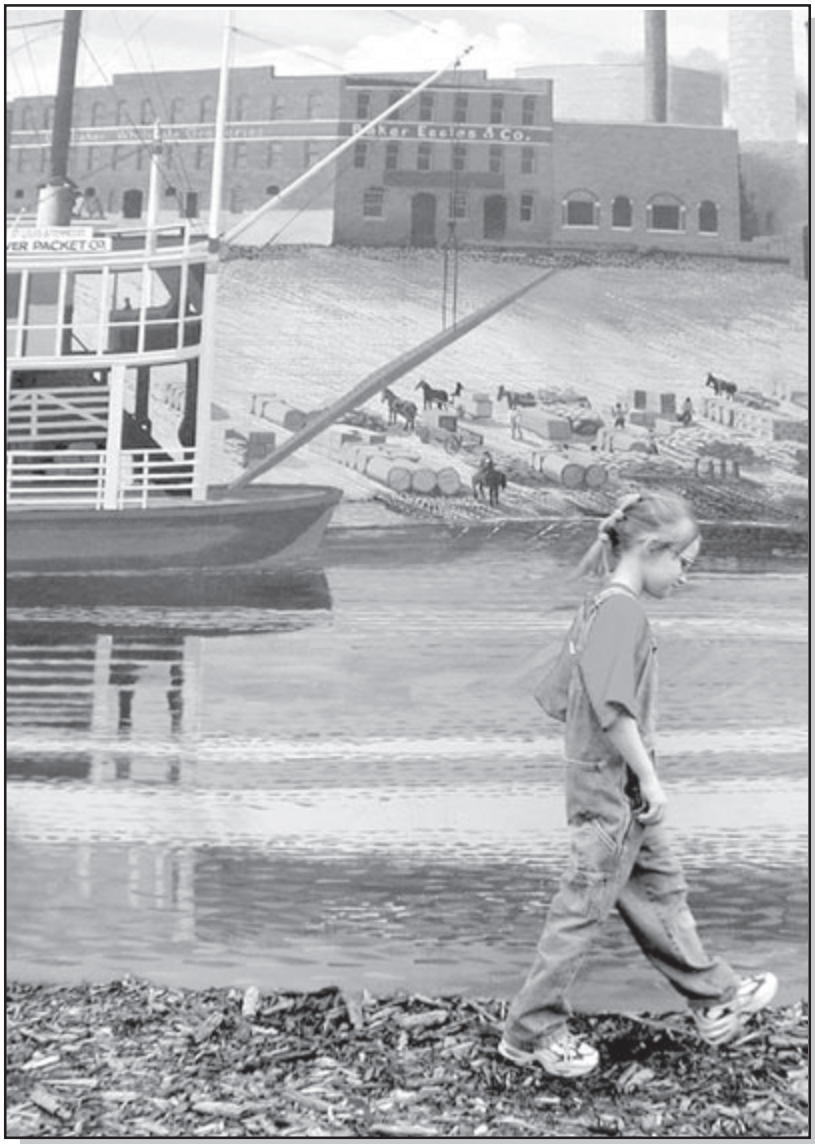


Photo by Rick McComb

LEARNIN' ON THE RIVER — Megan Gibson appears to be walking dangerously close to the Mississippi River, but the “water” is part of a mural decorating a floodwall in Paducah. Megan and her Farley Elementary School classmates were visiting the river as part of an integrated curriculum about life on and along inland waterways. The curriculum is available to all schools and is especially pertinent for the 44 Kentucky counties with river-related jobs. See Page 6.

“Kentucky is about to take another major step in the march that has put us ahead of the nation in improving public education. We are about to redefine what we mean by ‘novice,’ ‘apprentice,’ ‘proficient’ and ‘distinguished’ student performance.”

Education Commissioner Gene Wilhoit, on a yearlong process to redefine levels of student performance. See Pages 1 and 2.

Kentucky Department of Education Gene Wilhoit, Commissioner
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